Reading and Literature Standards

Strand 1: Reading Process (Kindergarten)

Print Concepts	Kindergarten
1. Demonstrate understanding of print concepts.	PO 1. Recognize that print represents spoken language and conveys meaning (e.g. his/her own name, *Exit* and *Danger* signs). PO 2. Hold a book right side up and turn pages in the correct direction. PO 3. Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page. PO 4. Identify different parts of a book. (e.g., front cover, back cover and title page) and the information they provide. PO 5. Distinguish between printed letters and words. PO 6. Recognize that spoken words are represented in written language by specific sequences of letters. PO 7. Recognize the concept of words by segmenting spoken sentences into individual words. PO 8. Demonstrate the one-to-one correlation between a spoken word and a printed word.

Strand 1: Reading Process (Grades 1-3)

Print Concepts	Grade One	Grade Two	Grade Three
1. Demonstrate understanding of print concepts.	PO 1. Alphabetize a series of words to the first letter. PO 2. Distinguish between uppercase and lowercase letters. PO 3. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation). PO 4. Identify the author, title, and table of contents of a book.	PO 1. Alphabetize words to the second letter. PO2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).	PO 1. Alphabetize a series of words to the third letter. PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Strand 1: Reading Process (Kindergarten)

Phonemic Awareness	Kindergarten
2. Identify and manipulate the sounds of speech.	PO 1. Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).
	PO 2. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)
	PO 3. Orally produce groups of words that begin with the same initial sound (alliteration).
	PO 4. Blend two or three spoken syllables to say words.
	PO 5. Blend spoken simple **onsets** and **rimes** to form real words (e.g., **onset** /c/ and **rime**/at/ makes cat)
	PO 6. Blend spoken phonemes to form a single syllable word (e.g. "/m/…/a/…/n/…makes man).
	PO 7. Identify the initial and final sounds (not the letter) of a spoken word.
	PO 8. Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., "dog" makes /d/…/o/…/g/ while the student moves a block or tile for each phoneme).

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Strand 1: Reading Process (Grades 1-3)

Phonemic Awareness	Grade One	Grade Two	Grade Three
2. Identify and manipulate the sounds of speech.	PO 1. Generate a series of original rhyming words, including consonant blends. PO 2. Orally segment a multi-syllable word into its syllables. PO3. Recognize the new spoken word when a specified phoneme is added, changed or removed (e.g., change "cow" to "how", "pan" to "an"). PO 4. Distinguish between initial, medial and final sounds in single-syllable words. PO 5. Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite). PO 6. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words. PO 7. Blend spoken phonemes with more than three sounds into one syllable words, including consonant blends and digraphs (e.g., /f/i/n/d = "find;" /fl/a/t/ = "flat.") PO 8. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., "splat" = /s/p/l/a/t/ using manipulatives to mark each phoneme).	PO 1. *Orally segment a multi-syllable word into its syllables.* PO 2. Blend isolated phonemes to form two syllable words, using **r-controlled vowel sounds**, digraphs, and diphthongs (e.g., /t/…/i/…/g/…/er/ makes "tiger"). PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., "tiger" makes /t/…/i/…/g/…/er/ while student moves one block for each phoneme).	

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Strand 1: Reading Process (Kindergarten)

Phonics	Kindergarten
3. Decode words, using knowledge of phonics, syllabication and word parts.	PO 1. Identify letters of the alphabet (upper and lower case). PO 2. Recognize that a new word is created when a specific letter is changed, added, or removed. PO 3. Say letter sounds represented by the single-lettered consonants and vowels.

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Strand 1: Reading Process (Grades 1-3)

Phonics	Grade One	Grade Two	Grade Three
3. Decode words, using knowledge of phonics, syllabication and word parts.	PO 1. Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: • Single letters (consonants and vowels); • Consonant blends (e.g., bl, st, tr); • Consonant digraphs (e.g., th, sh, ck); and • Vowel digraphs and diphthongs (e.g., ea, ie, ee). PO 2. Use knowledge of **inflectional endings** (e.g., -s, -ed, -ing) to identify base words. PO 3. Use knowledge of base words to identify compound words. PO 4. Read words with common spelling patterns (e.g., -ite, -ill, -ate). PO 5. Recognize high frequency words and irregular sight words (e.g., the, have, said, come, give, of). PO 6. Read common contractions fluently (e.g., I'm, I'll, can't).	PO 1. Decode multi-syllabic words fluently, using letter-sound knowledge. PO 2. Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv=su/per, vc/cv=sup/per). PO 3. Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives) in context. PO 4. Use knowledge of spelling patterns such as **diphthongs**, and special vowel spellings when reading. PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently. PO 6. Read common contractions fluently (e.g., haven't, it's, aren't). PO 7. Use knowledge of vowel **digraphs** and r-**controlled** letter-sound associations to read words.	*PO1. Decode multi- syllabic words fluently using letter-sound knowledge.* PO 2. Apply knowledge of basic syllabication rules when reading four- or five-syllable written words (e.g., "information," "multiplication," "pepperoni"). PO 3. Apply knowledge of the following common spelling patterns to read words: • that drop the final e and add endings such as: –ing, -ed, or –able (e.g. use, using, used, usable) • with final consonants that need to be doubled when adding an ending (e.g. hop to hopping) • that require changing the final y to i (e.g. baby to babies) • that end in –tion, -sion, (e.g. election, vision) • with complex word families (e.g., -ight, -ought) • that include common prefixes, suffixes and root words. PO 4. Read common abbreviations (e.g., Wed., Sept.) fluently. PO 5. Identify the two words that make a contraction (e.g., won't = will and not; I'll = I and will). PO 6. Use knowledge of word order (syntax) and context to confirm decoding.

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Strand 1: Reading Process (Kindergarten)

Vocabulary	Kindergarten
4. Acquire and use new vocabulary in relevant contexts.	PO 1. Determine what words mean from how they are used in a sentence, heard or read. PO 2. Sort familiar words into basic categories (e.g., colors, shapes, foods). PO 3. Describe familiar objects and events in both general and specific language.

Strand 1: Reading Process (Grades 1-3)

Vocabulary	Grade One	Grade Two	Grade Three
4. Acquire and use new vocabulary in relevant contexts.	PO 1. Recognize base words (*look*) and their inflections (e.g., *looks, looked, looking*). PO 2. Classify common words into conceptual categories (e.g., animals, foods, toys). PO 3. Determine the words that comprise contractions (e.g., can't, it's, aren't). PO 4. Recognize that two words can make a compound word (e.g. sailboat, football, popcorn).	PO 1. Identify simple prefixes (e.g. un-, re-) to determine the meaning of words. PO 2. Use simple prefixes (e.g. un-, re-) to determine the meaning of words. PO 3. Identify simple suffixes (e.g. -ful, -ly) to determine the meaning of words. PO 4. Use simple suffixes (e.g. -ful, -ly) to determine the meaning of words. PO 5. Recognize words represented by common abbreviations (e.g., Mr. Ave, Oct.). *PO 6. Determine the words that comprise contractions. (e.g., can't, it's, aren't).* PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g. lunchtime, daydream, everyday).	*PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, –dis,) to determine the meaning of words.* *PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.* *PO 3. Recognize words represented by common abbreviations.* *PO 4. Determine the words that comprise a contraction (e.g., can't, it's, aren't).* *PO 5. Determine the meaning of compound words, using knowledge of individual words.* PO 6. Determine the meaning of common synonyms, antonyms, and homographs. PO 7. Use the dictionary and thesaurus to determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech).

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Strand 1: Reading Process (Grades 4-5)

Vocabulary	Grade Four	Grade Five
4. Acquire and use new vocabulary in relevant contexts.	PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words. PO 2. Use context to determine the relevant meaning of a word. PO 3. Identify figurative language, including similes, metaphors, personification, and grade level appropriate idioms. PO 4. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, and glossaries. PO 5. Identify antonyms, synonyms, and homographs for given words within text.	*PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.* PO 2. Use context to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot). PO 3. Determine the meaning of figurative language, including similes, metaphors, personification, and grade level appropriate idioms. PO 4. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, glossaries, thesauri, CD-Rom and Internet. PO 5. *Identify antonyms, synonyms, and homographs for given words within text.*

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Strand 1: Reading Process (Grades 6-8)

Vocabulary	Grade Six	Grade Seven	Grade Eight
4. Acquire and use new vocabulary in relevant contexts.	PO 1. Determine the effect of affixes on root words. PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, or contrast). PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast). PO 4. Determine the difference between figurative versus literal language. *PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, glossaries, thesauri, CD-Rom and the Internet.*	PO 1. Use Greek, Anglo-Saxon, and Latin roots and affixes to determine the meaning of context area vocabulary. *PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, or contrast).* *PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).* PO 4. Use context to confirm meanings of metaphors, similes and idiomatic language in prose and poetry. *PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, glossaries, thesauri, CD-Rom and the Internet.* PO 6. Infer the meaning of a word based upon its pairing with another word in an analogy.	PO 1. *Use Greek, Anglo-Saxon, and Latin roots and affixes to determine the meaning of context area vocabulary.* *PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, or contrast).* *PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).* PO 4. Identify figurative language (simile, metaphor, personification, hyperbole), idiomatic, and technical language. *PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, glossaries, thesauri, CD-Rom and the Internet.* *PO 6. Infer the meaning of a word based upon its pairing with another word in an analogy.*

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Strand 1: Reading Process (Grades 9-10)

Vocabulary	Grade Nine	Grade Ten
4. Acquire and use new vocabulary in relevant contexts.	PO 1. *Use Greek, Anglo-Saxon, and Latin roots and affixes to determine the meaning of context area vocabulary.* PO 2. Infer word meanings from context (e.g., example, definition, restatement, comparison/contrast; cause/effect). PO 3. Distinguish between the denotative and connotative meanings of words. PO 4. Identify the meaning of metaphors based on common literary allusions. PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, derivations of words, correct spellings by using resources such as general and specialized dictionaries, thesauri, or glossaries. PO 6. *Infer the meaning of a word based upon its pairing with another word in an analogy.*	PO 1. *Use Greek, Anglo-Saxon, and Latin roots and affixes to determine the meaning of context area vocabulary.* PO 2. *Infer word meanings from context (e.g., example, definition, restatement, comparison/contrast; cause/effect).* PO 3. Determine how the meaning of the text is affected by the writer's word choice (literal vs. figurative language, idioms, **adages**). PO 4. *Identify the meaning of metaphors based on common literary allusions.* PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms; replacement words and phrases; etymologies; and correct spellings of words by using resources such as histories of language, books of quotations, or other references. PO 6. *Infer the meaning of a word based upon its pairing with another word in an analogy.*

Strand 1: Reading Process (Grades 11-12)

Vocabulary	Grade Eleven	Grade Twelve
4. Acquire and use new vocabulary in relevant contexts.	PO 1. **Apply knowledge of Greek, Latin, Anglo-Saxon or other linguistic roots and affixes to draw inferences about the meaning of specialized vocabulary.** PO 2. Identify the meaning of metaphors based on common literary allusions and **conceits**.	PO 1. *Apply knowledge of Greek, Latin, Anglo-Saxon or other linguistic roots and affixes to draw inferences about the meaning of specialized vocabulary.* PO 2. *Identify the meaning of metaphors based on common literary allusions and **conceits**.* PO 3. **Trace the etymology of significant terms used across the curricula (e.g., social studies, science, math).**

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Strand 1: Reading Process (Grades 1-3)

Fluency	Grade One	Grade Two	Grade Three
5. Read with accuracy and fluency.	PO 1. Consistently read grade level text with at least 90 percent accuracy. PO 2. Read aloud with fluency in a manner that sounds like natural speech.	*PO 1. Consistently read grade level text with at least 90 percent accuracy.* PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity. PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.	*PO 1. Consistently read grade level text consistently with at least 90 percent accuracy.* PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.

Strand 1: Reading Process (Grades 4-5)

Fluency	Grade Four	Grade Five
5. Read with accuracy and fluency.	PO 1. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.	*PO 1. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.*

Strand 1: Reading Process (Grades 6-8)

Fluency	Grade Six	Grade Seven	Grade Eight
5. Read with accuracy and fluency.	PO 1. Read (silently or aloud) from a variety of genres with accuracy, **automaticity**, and **prosody**.	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*

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Strand 1: Reading Process (Grades 9-10)

Fluency	Grade Nine	Grade Ten
5. Read with accuracy and fluency.	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*

Strand 1: Reading Process (Grades 11-12)

Fluency	Grade Eleven	Grade Twelve
5. Read with accuracy and fluency.	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*	*PO 1. Read (silently or aloud) from a variety of genres with accuracy, automaticity, and prosody.*

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

Strand 1: Reading Process (Kindergarten)

Comprehension (*Metacognitive Reading Strategies*)	Kindergarten
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	PO 1. Make predictions based on title, cover, illustrations, and text. PO 2. Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

Strand 1: Reading Process (Grades 1-3)

Comprehension (*Metacognitive Reading Strategies*)	Grade One	Grade Two	Grade Three
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	PO 1. Predict what might happen next in a reading selection. PO2. Relate information and events in a reading selection to life experiences and life experiences to the text.	*PO 1. Predict what might happen next in a reading selection.* PO2. Compare a prediction about an action or event to what actually occurred within a text. PO 3. Ask **relevant questions** in order to comprehend text.	PO 1. Predict events and actions, based upon prior knowledge and text features. *PO2. Compare a prediction about an action or event to what actually occurred within a text.* PO 3. *Ask **relevant questions** in order to comprehend text.* PO 4. Answer **clarifying questions** in order to comprehend text. PO 5. Extract information from **graphic organizers** (e.g., webs, Venn diagrams, flow charts) to comprehend text. PO 6. Connect information and events in a text to experience and to related text and sources.

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Strand 1: Reading Process (Grades 4-5)

Comprehension (*Metacognitive Reading Strategies*)	Grade Four	Grade Five
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	. PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words) PO 2. Confirm predictions about text for accuracy. PO 3. **Generate clarifying questions** in order to comprehend text. PO 4. *Connect information and events in a text to experience and to related text and sources.* PO 5. Use **graphic organizers** in order to clarify the meaning of the text.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)* *PO 2. Confirm predictions about text for accuracy.* *PO 3. **Generate clarifying questions in order to comprehend text.*** *PO 4. Connect information and events in a text to experience and to related text and sources.* *PO 5. Use graphic organizers in order to clarify the meaning of the text.*

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Strand 1: Reading Process (Grades 6-8)

Comprehension (*Metacognitive Reading Strategies*)	Grade Six	Grade Seven	Grade Eight
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)* *PO 2. Confirm predictions about text for accuracy.* *PO 3. Generate **clarifying** questions in order to comprehend text.* PO 4. *Connect information and events in a text to experience and to related text and sources.* *PO 5. Use graphic organizers in order to clarify the meaning of the text.* PO 6. Apply knowledge of the organizational structures (chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)* *PO 2. Confirm predictions about text for accuracy.* *PO 3. Generate **clarifying** questions in order to comprehend text.* PO 4. *Connect information and events in a text to experience and to related text and sources.* *PO 5. Use graphic organizers in order to clarify the meaning of the text.* PO 6. Apply knowledge of the organizational structures (chronological order, comparison and contrast, cause and effect relationships, logical order,) of text to aid comprehension.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words)* *PO 2. Confirm predictions about text for accuracy.* *PO 3. Generate **clarifying** questions in order o comprehend text.* PO 4. *Connect information and events in a text to experience and to related text and sources.* *PO 5. Use graphic organizers in order to clarify the meaning of the text.* PO 6. Apply knowledge of the organizational structures (chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of text to aid comprehension.

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Strand 1: Reading Process (Grades 9-10)

Comprehension (*Metacognitive Reading Strategies*)	Grade Nine	Grade Ten
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	. *PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words).* PO 2. Generate **clarifying** questions in order to comprehend text. PO 3. *Connect information and events in a text to experience and to related text and sources.* PO4. *Use graphic organizers in order to clarify the meaning of the text.* PO 5. Apply knowledge of organizational structures (chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words).* PO 2. *Generate clarifying questions in order to comprehend text.* PO 3. *Connect information and events in a text to experience and to related text and sources.* PO4. *Use graphic organizers in order to clarify the meaning of the text.* *PO 5. Apply knowledge of organizational structures (chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.*

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Strand 1: Reading Process (Grades 11-12)

Comprehension (*Metacognitive Reading Strategies*)	Grade Eleven	Grade Twelve
6. Employ metacognitive strategies to comprehend challenging texts, including posing questions about the text, making and confirming predictions, and establishing links to prior knowledge or experience.	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words).* *PO 2. Generate **clarifying** questions in order to comprehend text.* *PO 3. Connect information and events in a text to experience and to related text and sources.* *PO 4. Use graphic organizers in order to clarify the meaning of the text.* *PO 5. Apply knowledge of organizational structures (chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.*	*PO 1. Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words).* *PO 2. Generate **clarifying** questions in order to comprehend text.* *PO 3. Connect information and events in a text to experience and to related text and sources.* *PO 4. Use graphic organizers in order to clarify the meaning of the text.* *PO 5. Apply knowledge of organizational structures (chronological order, time-sequence order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.*

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